



FLORIDA UNIVERSITY - USA

IAO - INTERNATIONAL ACCREDITATION ORGANIZATION
IACHED - INTERNATIONAL ACADEMIC HIGHER EDUCATION

SANTOS, Ana Maria Campos dos¹
VIEIRA NETO, Leopoldino²

Postgraduate Program "Strito Sensu" Master's and Doctorate in Educational Sciences from Florida University – USA Department of Education at FUUSA. Special and Inclusive Education Discipline.

RESUME

BARROS, Carolina Leite; TRUGILHO, Sílvia Moreira. Rights of People with Disabilities, Autism Spectrum Disorders and Public Policies. In: MACHADO, Suzana Grimaldi; LORETE, Eliane Oliveira. (Org.) Inclusive Education: multiple practices and perspectives. [electronic book]. 1st edition. Espírito Santo: Venda Nova do Imigrante: Federal Institute of Education, Science and Technology of Espírito Santo, 2019, p. 75-95.

Rights of People with Disabilities, Autism Spectrum Disorders and Public Policies.³

The issue of the rights of people with disabilities and autism spectrum disorder, as well as public policies related to this topic, is a matter of great esteem and urgency in post-modern times. Society has widely discussed this issue, but there is still a lot of work to be done to ensure true inclusion and guarantee the rights of these people.

The scientific article entitled "Rights of people with disabilities, autism spectrum disorder and public policies", written by Carolina Leite Barros and Silvia Moreira Trugilho, offers a brief analysis of this issue, outlining the main challenges faced by people with disabilities and autism spectrum disorder in Brazil, as well as highlighting the role of public policies in an attempt to combat inequalities and promote inclusion in this context.

Divided into an Introduction, 2 discursive chapters and a conclusion, the main objective of the text is to describe the social rights and public policies related to people with Autism Spectrum Disorder, with an emphasis on the Brazilian laws that regulate social rights and public policies for people with autism.

¹ Professor and Master's Student in Educational Science at FUUSA – Florida University USA. Post-graduate degree in Family and Succession Law from the UNA University Center - Contagem- MG. E-mail: campo.processos2020@gmail.com

² Professor, Doctor and Coordinator of the Masters and Doctorate FUUSA – Florida University USA. leovine@fu-usa.com

³ Resume do Article "Inclusive Education: Multiple Practices and Perspectives", The e-book brings together 24 works by teachers and researchers in the area of Special and Inclusive Education. https://archive.org/details/@journal_of_education_fuusa

In the introduction, the authors provide definitions of ASD, explaining that it is a neurobiological disorder that affects behavior and social and communication development. The latest edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM-V) consolidated all the subtypes of autism into a single spectrum, with different levels of severity. However, this new classification has been criticized. It is worth noting that the causes of ASD are still unknown, but recent studies have aroused interest in various areas of knowledge, such as medicine, psychology and education.

There is a consensus in the literature on the importance of early diagnosis and intervention to improve the communication skills of children with ASD.

The reality of families who have children with Autism Spectrum Disorder (ASD) is described in this text as distressing, due to the belittling and stigmatization that these people face in society, since this condition can cause suffering and disruptions in family relationships due to worries and uncertainties. The stress experienced by families, especially mothers, who usually take on most of the daily care, is evident. It is therefore essential to have a support network to help families cope with the challenges posed by autism.

They then highlight the importance of guaranteeing the rights and social inclusion of these people, emphasizing that they have the right to equality, access to education, health, work and all other social areas. The approval of the National Policy for the Protection of the Rights of People with Autism Spectrum Disorders represents a step forward in guaranteeing these rights, although there is still a lot of ignorance, unpreparedness and prejudice on the part of the population in relation to autism.

In general, the law that recognizes autistic people as people with disabilities for all legal purposes, together with the public policies proposed by the government, is the result of the efforts of social movements and parents' associations. However, it is still important to evaluate the effectiveness of these policies in practice. Therefore, in order to eliminate the barriers that prevent the inclusion and participation of people with ASD in society, it is necessary to develop public policies that adequately meet their needs. This requires recognizing these people as citizens, capable of accessing and enjoying their social rights.

In Chapter 2, which deals with "People with disabilities and social rights", Barros and Trugilho (2019) present an overview of the progress made in guaranteeing rights and public policies for people with disabilities, highlighting the importance of a society prepared to receive them and the need for these policies to be effectively implemented. With this, the authors analyze the advances in the guarantee of rights and public policies for people with disabilities, highlighting their transformation from excluded subjects to subjects of rights. Thus, they mention the international

legal frameworks (the Universal Declaration of Human Rights and the Declaration of the Rights of Persons with Disabilities), which contributed to the recognition of the rights of people with disabilities, and the national legal framework (the 1988 Constitution), which prohibited discrimination and established the state's responsibilities in health, social assistance and specialized education. In addition, they highlight important guidelines in this reflective process, such as: Federal Law No. 7.853/89 (which deals with support for people with disabilities), the Quotas Law (which guarantees access to the job market) and the International Convention on the Rights of Persons with Disabilities (which has influenced the construction of social policies in the signatory countries).

With regard to education, the text highlights the importance of school inclusion, emphasizing the principles established in the Salamanca Declaration. Guaranteed access to inclusive education is provided for in the Federal Constitution and in specific laws, such as Law No. 7.853/89 and the National Education Guidelines Law. In the field of health, mention is made of the Health Care Network for People with Disabilities, created under the National Plan for the Rights of People with Disabilities, which seeks to guarantee health promotion and appropriate treatment.

One of the issues addressed in the article is society's lack of information and awareness of the needs and rights of people with disabilities and autism spectrum disorder. This results in discrimination and exclusion of these individuals, which hinders their full participation in society. The authors highlight the importance of awareness campaigns and the dissemination of accurate information on these issues.

In chapter 3, entitled "Public policies related to people with autism", Barros and Trugilho (2019) address public policies aimed at the population with Autism Spectrum Disorder (ASD) in Brazil, making considerations about the participation of families and health professionals in establishing these policies. The authors adapt the critical perspective by analyzing that, despite the existence of a legal apparatus, there is still a lack of awareness on the part of the state, which does not fully guarantee the rights of people with ASD in essential public services, such as education and health.

They also debate the duality between the perspective of specialists and the experience of families (CHAUI, 2011 apud BARROS; TRUGILLO, 2019), reinforcing that public policies often disregard the real needs of these people. Thus, they reinforce Omote's criticism (2006 apud BARROS; TRUGILLO, 2019) that families are not looking for pity, but respect and recognition of their children's abilities, underlining the importance of promoting social interaction that values diversity.

At the heart of the discussion, the article makes a more forceful criticism of society's prejudiced attitudes which, in practice, reinforce segregation and hinder the inclusion of people with ASD (PEREIRA, 2009 apud BARROS; TRUGILLO, 2019).

Comprehensive legislation, including Law No. 12.764/12 on the National Policy for the Protection of the Rights of People with ASD and the Statute of People with Disabilities - Law No. 13.146/15 - is mentioned as a driver for guaranteeing rights and social inclusion. Even so, a gap persists between the legislation and its effective implementation, denoting a failure on the part of the state to realize rights (BUCCI, 1996 apud BARROS; TRUGILLO, 2019). In this context, social mobilization appears as a response to state inertia, in which the action of mothers, fathers and professionals becomes essential to claim the citizenship of people with ASD.

The approach also criticizes the inadequacy of the education and health systems, exposing the lack of support for the development and social inclusion of this section of the population. The existing structure is considered outdated, both in the training of educators and in access to therapies and specialized medical care, revealing a scenario in which promoting inclusion requires efforts that often go beyond the individual capacities of families.

Another point discussed in the article is the lack of accessibility in various areas of life, such as public transport, schools and workplaces. The absence of reasonable adaptations and the lack of an adequate structure to meet the needs of people with disabilities and autism spectrum disorders are significant obstacles to the inclusion of these individuals. The authors point to the need for investment in infrastructure and accessibility policies to ensure the full participation of all in society.

The article also highlights the importance of inclusive education in promoting the rights of people with disabilities and autism spectrum disorders. The inclusion of students with disabilities in mainstream schools is a way of combating prejudice and ensuring that these people have the same educational and development opportunities as other students. However, the authors point out that there are still many obstacles to overcome in this area, such as the lack of training for education professionals and the lack of adequate resources to meet the specific needs of students with disabilities.

Therefore, in chapter 3, we see a brief diagnosis of the advances and setbacks in public policies for people with ASD, demonstrating the urgency for the realization of rights that ensure their full participation in society. Thus, they identify the need to reformulate both educational practices and health care, with the central concern of transforming legal discourse into concrete action, with a view to respecting differences and effective inclusion. inclusion.

In the "Conclusion", Barros and Trugilho (2019) conclude the text by showing that discussing autism and guaranteeing the rights of people with Autism Spectrum Disorder (ASD) is essential to promoting inclusion and overcoming the prejudice and segregation present in society. In doing so, the authors provide a good overview of the rights of people with disabilities, autism spectrum disorder and public policies, and manage to highlight the main challenges and point out some solutions to promote the inclusion of these people in society.

Based on reading the article, we infer that, despite presenting a detailed and coherent analysis on the subject of the rights of people with disabilities, autism spectrum disorder and public policies, Barros and Trugilho (2019) could have delved deeper into some aspects; for example: the issue of the job market for people with disabilities and autism spectrum disorder, so that the issue was addressed with more emphasis, since the lack of job opportunities also represents a significant challenge that these individuals face.

Another important issue to mention is that while the article mentions the importance of school inclusion and access to health services, there is a lack of depth on critical issues such as employment for people with ASD and the need for adequate infrastructure for inclusion. need for adequate infrastructure for full social inclusion. Furthermore, the role of the scientific community and research bodies could be further explored, considering that the production and dissemination of specialized knowledge is fundamental to tackling the challenges identified.

It is worth emphasizing that joint work between families, health and education professionals is vital, but the public sector must take on a more active and responsive role. Historical and legislative analysis suggests that a continuous and collective effort is needed to ensure that the rights won transcend paper and reach individuals in their daily lives.

It is therefore concluded that discussion of the issue is urgent and the article provides a useful but incomplete overview of the complexities associated with rights and policies for people with ASD. It also highlights the need for concrete action, in line with the ethical principles of equality and justice, and a serious commitment on the part of social agents to guarantee and expand these rights.

Finally, the text is recommended reading for health professionals, educators, public managers and others interested in promoting the inclusion and rights of people with disabilities.

REFERENCE

BARROS, Carolina Leite; TRUGILHO, Sílvia Moreira. Rights of People with Disabilities, Autism Spectrum Disorders and Public Policies. In: MACHADO, Suzana Grimaldi; LORETE, Eliane Oliveira. (Org.) Inclusive Education: multiple practices and perspectives. [electronic book]. 2019, p. 75-95.